



Directions for Administering
Mathematics Problem Solving

Form A – Intermediate 1–3

Full Length

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DIRECTIONS FOR ADMINISTERING

Before you begin to administer this online test, please be sure you have read the Stanford 10 Online Administration Guide. This guide can be found on the online testing system under the Ancillaries tab. It contains important information concerning the preparation of the computers and the students for testing and includes an overview of the test content and the test administration time schedules. In addition, it provides explanations of the various screens you will see on the testing website and offers suggestions for navigating through them. Reading this guide prior to administering a test session will help ensure your test administration runs more smoothly and efficiently. The Appendix at the end of this document also lists other resources available for your reference that may assist your online test administration.

Once students have been approved into the test session and have navigated past the Welcome screen, they will be presented with a Tutorial feature. You may choose to have students take the Tutorial, or you may decide to skip the Tutorial. The Tutorial gives students practice with marking, changing, and reviewing their answers. It also provides students time to practice using any tools that they might see on the actual test, such as an online ruler, a calculator, and reference sheet.

When you are ready to begin testing, please make sure all computer work stations have been cleared and all students have scratch paper and pencils to work the problems. To administer the test, you will read all text in bold to the students. Text that is not in bold contains instructions for you to read silently to yourself.

If you have decided to skip the Tutorial, you will need to guide students in navigating past the Tutorial by reading the instructions below.

SAY At the bottom of the Welcome page, click Next to begin the test. Then at the top of the next page, click Skip Tutorial. Then click OK.

Continue reading the bold text at the asterisk (*) below.

If you want students to practice with the Tutorial, you will begin the Tutorial by reading the instructions below.

SAY At the bottom of the page, click Next to begin the Tutorial. Read the instructions on each page. When you complete the Tutorial, click Exit Section and then click OK. Raise your hand if you have any questions.

Pause while students work through the Tutorial. When all students are finished, continue by reading the bold text below.

***SAY You should be on the Mathematics Problem Solving page. Now click Next to see Sample A.**

Make sure all computers display the first page of the Mathematics Problem Solving test, Sample A.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. “Directions: Read each question or problem carefully. Then answer the question or work the problem. Mark the space for your answer.”

A Read Sample A to yourself as I read it aloud. *Jill saw this chart showing the average height above sea level of several states. (Pause.) Of the states listed, which one has the greatest average height above sea level? What is the answer?*

Pause for replies.

SAY Yes, *Colorado* is the correct answer. The space has been marked next to the correct answer, *Colorado*. Are there any questions?

Answer all questions.

SAY

B Now click Next and move to the next page. Look at Sample B. Read the sample to yourself as I read it aloud. *Mr. Garza had one hundred seventy-two shells in his collection. Which statement best describes the number of shells in Mr. Garza’s collection? Mark the space for your answer.*

Pause while students mark their answers.

SAY Which space did you mark?

Pause for replies.

SAY Yes, you should have marked the space next to the correct answer, *He had about two hundred shells*. Are there any questions?

Answer all questions.

If you have instructions from the Program Coordinator to use the online calculator,

SAY Now practice using the calculator. On the toolbar, click Calculator. You can move the calculator around the page. When you are done, click Calculator again to close it. Be sure you understand where to press the numbers and where to press the functions. Are there any questions?

Answer all questions. Be sure everyone understands how to open, use, and close the calculator.

SAY You will work on your own for the rest of this test. Use the scratch paper for working the problems or doing any necessary computations. If a question asks you to measure something, click the Ruler button on the toolbar. Be sure to mark the space for your answer. Does everyone understand what to do?

After all questions have been answered,

SAY If you finish before I say “Stop,” you may check your work. On the toolbar, you can use Go to Question to see the questions you either skipped or bookmarked to work later. Be sure to use the Review page to check your answers before you click Exit Section.

Does anyone have any questions?

Answer all questions.

SAY You will have at least 50 minutes to work on this test. If you have any trouble reading a question, raise your hand, and I will help you. If you’re not sure about an answer, do the best you can, but do not spend too much time on any one question.

You may start working now. Click Next to work the next problem.

While the students are working, walk around the room to make sure they are following directions. If a student has trouble understanding what to do or has trouble *reading* a question, explain as quickly and as quietly as you can. Try not to waste any testing time. Do not give help on specific test questions. If a student has difficulty using the ruler or calculator, you may remind them how to use the tool, but do not help them work any problems.

This subtest is untimed. Allow at least 50 minutes for students to finish.

After 50 minutes or when all students have finished,

SAY Stop. If you have not already finished, go to question 48 and click Next. Then click Exit Section and OK.

Pause while students click Exit Section. All screens should display the page with the Stop sign.

SAY Now click Exit.

Collect the scratch paper and dispose of it.

If testing is to continue, give students a rest period of about 10 minutes; then continue with the directions for administering the next subtest.

If testing is finished, follow the Program Coordinator's instructions for leaving the computers.

APPENDIX

Additional resources located on the Ancillaries tab:

- Learning Assessments Online User's Guide
- Stanford 10 Online Administration Guide

Additional resources located just below the Test Administrator Login area:

- FAQ and Support
- System Check

Additional resources located on the Help folder:

- 5 Easy Steps
- Troubleshooting Tips